

INNOVATIVE ACTIVITY OF THE TEACHER IN MODERN CONDITIONS.

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Annotation: Development of theoretical and scientific-practical rules of formation of innovative activity of the teacher, innovative competence of the teacher in modern conditions and their application in process of training in school, preparation of formation of innovative competence of the teacher.

Keywords: Creativity, developing creativity, creativity factors hindering development, creative potential, pedagogical creativity, structural bases and principles of creative potential, criteria for determining the creative potential of the teacher.

Аннотация. В статье описывается разработка теоретических и научно-практических правил формирования инновационной деятельности учителя, инновационной компетентности в современных условиях и их применение в процессе обучения в школе, подготовка к формированию инновационной компетентности учителя.

Ключевые слова: креативность, развивающая креативность, креативность, факторы, тормозящие развитие, творческий потенциал, педагогическое творчество, структурные основы и принципы творческого потенциала, критерии определения творческого потенциала педагога.

In our country, education and upbringing of young people is special attention is being paid. In recent years, the country has been radically reforming the education system, training and retraining. What kind of knowledge, skills, qualities should a modern teacher have. Education has always been the basis of social development. Because man is at the center of all relationships in society.

To achieve the great goals we need to achieve in the future first of all, a highly qualified, modern specialist we need to train personnel. At present, developed countries have a rich experience in the use of pedagogical technologies that increase the learning and creative activity of students and increase the effectiveness of education, and the methods that form the basis of this experience are of particular importance.

New pedagogical teaching technologies and active in the educational process creative thinking of future staff through the use of methods, independent decision-making to achieve the development of the ability to independently acquire new knowledge possible. Because in a market economy, only independent thinking only a person with the ability can solve their problems independently and will have a place in society.

No matter what the problem, it is still up to the staff.

It is no exaggeration to say that our future is the future of our country who will replace us or, in other words, what staff depends on the preparation. " Among the various features required for the necessary parts of the professional activity of a modern teacher is often referred to as a creative approach to pedagogical activity. To do this, the university needs to nurture a creative individual who plays

with flexible productivity, allowing them to create a variety of unique, exemplary ideas during the training phase of future teachers.

In the era of innovative development of society, the renewal of the education system should be based, first of all, "on the professional innovative competence of teachers. Creativity is the essence of different types of human activity, it is unique to man as mind, thinking, imagination and so on." It is a position of human thinking that is unique to a person's multifaceted, changeable appearance.

The whole system of education under the "National Program" of training "Law on Education" adopted in our country

As it is being reformed, the main focus will be on training at this level

focused. The education system in the upbringing of young people and their upbringing

How important is "Education for the future"

in his congratulatory message to the participants of the regional conference

"It's more important now than ever to dig deeper into a truth," he said. An effective education system

to carry out the tasks of reforming society without creating it

It is difficult to imagine. Priority in this area will undoubtedly lay the groundwork for its further development.

The effective implementation of a teacher's innovative activity depends on a number of conditions. The teacher's meaningful communication to him reflects the opposite a relatively neutral attitude, a willingness to encourage the recognition of a rational situation in different situations. As a result, the teacher will have a comprehensive topic that will support his or her knowledge and research. The innovation process involves the introduction of new things as a tool. The application of this concept in the pedagogical process implies new goals, content, methods of teaching and upbringing. With the new innovation policy in the educational process, the role of school principals, teachers and educators who are direct participants in the innovation process is growing significantly. Therefore, even in modern pedagogy, even if there is a variety of education, the leading pedagogical function of the educator is preserved from the teachers. What should an innovative type of teacher be like, what new contribution should he make to his School? We will find out today!

The essence of innovative processes in education is the solution of two problems - the study and generalization of advanced pedagogical experience, its dissemination, the application of psycho-pedagogical science in practice.

Self-activation, self-creativity, self-realization in teaching

The themes of knowledge and creativity are important. This is it

an important condition for innovation is the creation of a new state of communication.

It is important that innovation, the introduction of advanced pedagogical technologies, and the creation of the necessary legal mechanisms are considered a priority. On this basis, the system of training and certification of highly qualified scientific and scientific-pedagogical personnel is being further improved, and a number of innovations are being introduced for the postgraduate education. In addition, some work is being done to improve the quality, scientific and practical significance of dissertation research in accordance with modern requirements. There is a need for innovative pedagogical activity today, and it is determined by a number of conditions of society, culture and life.- Social and economic changes taking place in society. - There is an increase in the humanization of educational content.

- In the pedagogical process, the attitude of teachers to the acquisition and implementation of new things changes.

- access of educational institutions to market relations and establishment of non-governmental schools. So there is competition. "The concept of "innovative type teacher" means that the teacher is open to experience, innovation, and change in the pedagogical process. The teacher

should accept different points of view without changing his or her point of view on the problem. He overcomes the obstacles in life and makes plans for the future, for all his actions and achievements. He feels a sense of justice and considers the high value of education.

An innovative type of teacher is a creative person who is an integral part of the innovation process in pedagogy. Innovative pedagogy is a new direction in the development of modern education

brought to the field. The term "innovation" comes from the English word for innovation, innovation, learning. The term "innovative pedagogy" and its specific research originated in Western Europe and the United States in the 1960s. The socio-psychological aspect of innovation was developed by the American innovator E. Rodgers.

It provides a classification of the participants in the innovation process, its attitude to innovation, and its perception

examines the readiness. Innovation (English innovation)

is a novelty. A.I. Prigogin refers to innovation as a specific social unit

understands the purposeful changes that bring new, relatively stable elements to the organization, population, society, group. Teacher innovation in today's society, culture and education

The need for activity is measured by: - Socio-economic modernization of the education system, methodology and educational process

requires a radical overhaul of technology. In such circumstances

innovative activity of the teacher, creation of pedagogical innovations,

consists of assimilation and use;

humanizing the content of education is always a new organization of teaching

requires the search for forms, technologies;

in relation to the development and application of pedagogical innovation

a change in the attitude of the teacher.

The analysis of teacher innovation requires the use of certain criteria that determine the effectiveness of innovation. The goal of innovation is to maximize the amount of money or effort expended

is to get the result. The other variety is spontaneous

unlike news, innovation is manageable and controllable

is a mechanism of change. Introduction of innovation into practice

carried out in innovative processes. The process of preparing for and implementing innovative change is called the innovation process. Prospective potential in the implementation of innovative teacher training programs has an in-school system of in-service training, which takes into account the pedagogical needs of teachers and is aimed at preparing them by teaching new psychological and pedagogical knowledge and skills. need Conditions of a particular educational organization; improvement of professional and pedagogical competence and its constituent competencies; on the optimal use of the accumulated formed resources of the school and the realization of the traditional and innovative potential of the vocational education environment of the school. today, most teachers believe that they are not sufficiently prepared to carry out innovative activities and do not have relevant experience in implementing innovative competencies. The structure of professional and pedagogical activity in the researches of N.Muslimov and its

important components, i.e. constructive, communicative, organizational

activities are discussed in detail. Despite its social significance, there is a great need for teachers who are able to perceive, develop and implement innovations in the school educational process, as an alternative to the traditional in-school system of in-service teacher training. The practice of organizing, generalizing, disseminating innovative experiences, and supporting the professional and personal development of a teacher is still limited. . In this regard, it is

necessary to develop the scientific and practical basis for improving the professional competence and its constituent competencies through the implementation of the benefits of in-school training and the use of innovative forms and methods. The general basis for the study of the problem of formation of innovative competence of the teacher is the work on the professional competence of the modern specialist, taking into account its structure, content, functions and competence is presented systematically in the form of its structural competencies. V. I. Baidenko, A. A. Verbitsky, M. D. Ilyazova, S. E. Shishov and others). The issues of formation of various competencies of the modern teacher - methodical, didactic, research, design, communicative, innovative, etc. - are devoted to the work of L. V. Abdalina, E. V. Krivotulova. , appears as a user and promoter. In today's society, culture and education, the need for teacher innovation is measured by: Socio-economic modernization requires a radical overhaul of the education system, methodology and technology of the educational process. In this context, the innovative activity of the teacher consists in the creation, mastering and use of pedagogical innovations;

The humanization of the content of education requires the constant search for new organizational forms and technologies of teaching;

a change in the nature of the teacher's attitude to the acquisition and implementation of pedagogical innovation.

The analysis of teacher innovation requires the use of certain criteria that determine the effectiveness of innovation. Such standards include novelty, high efficiency, and the ability to creatively apply innovation to mass experiments. According to Ulugbek, the environment in which a child is brought up plays an important role in increasing his interest in learning. In the family, parents should pay attention to the fact that their children grow up to be real people. Such exemplary ideas help to form a young teacher at a professional level. The young specialist must rely on the achievements of the basics of pedagogical skills in gaining his position as an experienced innovative teacher.

When a person realizes his ideas, is able to fully express his talents and abilities, and they have a special subjective meaning for that person, he is not forced to oppose his work and his system of values. there is a feeling of complete satisfaction with life. Innovation represents the pedagogical process, not just its didactic

to the device, but also to the socially significant outcomes and mental image of the teacher also applies. Innovation is openness, recognition of the opinion of others indicates The innovative activity of the teacher is influenced by different perspectives collisions and mutual enrichment

[1]. From the point of view of NM Avsyannikov, "... innovation is the result of practical or scientific-technical development of innovation." According to the second view, innovation "... as a new product, the process of creating 19 technologies, the organization of production, innovation in economics and management"[2]. The third view is that innovation is seen as the process of introducing new products, elements, approaches to production that are qualitatively different from their previous analogues. As MV Volinkina noted, "... innovation is the involvement of the results of intellectual activity in the economic cycle. new, scientific knowledge-based activities to meet social needs. "It is clear from these approaches that the focus in the study of innovation is on the procedural and production aspects of understanding the nature of innovation. carry out innovative activities, during which the innovative direction, innovative consciousness, innovative behavior necessary for the successful implementation of innovative competence is formed. The following should be considered as an innovative direction: , the pinnacle of the profession; manifested in new, progressive ways of objectifying the potential of the individual in activities and relationships. "Innovation is the openness of the individual to culture and society"; ong - "... creative consciousness of the teacher in understanding the content and structure of innovative activities; it is characterized by a complex

system of value-normative and need-motivational components of the individual's consciousness "[3] and includes 23 interests, goals, motives, directions related to the implementation of innovations [4]. According to A. A. Poskryakov, innovative consciousness can be characterized by the following parameters:

- 1) the priority of focusing on innovative activities over the standard;
- 2) availability of innovation assessment;
- 3) sustainable motivation to win;
- 4) innovative needs; 5) innovative ideas. The innovative consciousness of teachers is manifested in the process of developing, developing and introducing innovations into the pedagogical process and is the result of the experience gained by the teacher in carrying out innovative activities and acts as a regulator of his innovative behavior. Thus, innovative behavior is multifaceted and includes all types of teacher behaviors that significantly influence and enrich the innovation process and innovation activity. It is related to the problems of formation of innovative competence

practical forms and methods of in-school teacher training
training system, as well as control over the values learned;
knowledge, skills and improved professional essential qualities
teachers. In the context of modern society, culture and education

The need for teacher innovation is measured by:

In conclusion, innovative behavior was reflected in teachers' willingness and ability to generate, create, and implement new ideas; attitudes and behaviors established in pedagogical activity are manifested in the realization of their creative potential when they go out. Innovative training of the future teacher is his theoretical, practical and psychological-physiological level of mastering the full content of pedagogical innovation in the context of continuous education.

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